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ABSTRACT

In 1990, a study was conducted to review and evaluate the condition of transfer and articulation among the four community colleges and two universities within the University of Nevada System (UNS) and to propose policies and procedures to strengthen and support the transfer system. Over 2,000 transcripts of UNS graduates from the classes of 1986 and 1989 were analyzed for information on the patterns and performance of Nevada community college transfer students. This four-part report provides background information, profiles transfer students, identifies major issues, and offers recommendations for system improvement. Section I discusses articulation within the UNS, reviews the community college mission, describes the faculty articulation task forces and special program articulation, and highlights significant trends in student demographics. Section II provides a profile of the UNS transfer student, noting that students transfer at all points in their educational careers, and that a number of four-year college students return to community colleges or enroll simultaneously to earn supplemental credits. Section III discusses 11 major issues and offers 32 recommendations concerning admission requirements, easing the transfer process, capstone programs, course and program articulation, equitable in-state and out-of-state policies, board of regents' requirements and general education core requirements, common introductory-level courses, impact of community college enrollment patterns, improved student records system, performance of transfer students, and communication among students, faculty, and administrators. Section IV offers conclusions about successful articulation. The UNS Board of Regents' policy on articulation is appended. (JMC)

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STRENGTHENING STUDENT TRANSFER AND ARTICULATION WITHIN THE UNIVERSITY OF NEVADA SYSTEM

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STRENGTHENING STUDENT TRANSFER AND ARTICULATION WITHIN THE UNIVERSITY OF NEVADA SYSTEM

University of Nevada System Articulation Board
October 1990

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EXECUTIVE SUMMARY

The Board of Regents initiated the first transfer policies in 1972, and significant progress has been made in transfer and articulation since that time. Advancements include the publication of a UNS Transfer Guide, a systemwide core of general education courses, and specialized "Capstone" programs.

The UNS Articulation Board undertook this study to review and evaluate the condition of transfer and articulation among the four community colleges and two universities within the University of Nevada System, and to propose policies and procedures which will support and strengthen the transfer system.

A comprehensive study of University of Nevada, Las Vegas and University of Nevada, Reno baccalaureate graduates yielded important information on the patterns and performance of Nevada community college transfer students. Significant numbers of UNS community college students are transferring to the two universities. In the years studied, one-fifth to one-quarter of all university graduates had attended a Nevada community college. Generally, these students completed the four-year degree with the same cumulative grade point averages and in the same colleges as the native - those who matriculated as freshmen - university students.

This study identifies eleven issues related to transfer and articulation, and proposes thirty-two recommendations which are directed at improving the system. Selected recommendations are highlighted in this summary.

COURSE AND PROGRAM ARTICULATION

- *Standardize Associate of Arts or Associate of Science degrees which will be accepted as meeting the lower division major requirements necessary to earn a baccalaureate degree at the University of Nevada, Las Vegas and the University of Nevada, Reno.*

- *Review entry level courses in identified disciplines, with the goal of standardizing course prefixes, titles, number of credits, content, catalog description, and prerequisites.*

- *Investigate all aspects of what a 2 + 2 program leading to a bachelor of technology would entail, and what demand, if any, there might be for instituting such a program in Nevada.*

- *Provide the mechanism whereby University of Nevada System institutions may discuss, propose, and participate in the formulation of new capstone programs.*

- *Establish a schedule of review of University of Nevada, Las Vegas and University of Nevada, Reno curricular changes impacting the transferability of courses, which will include participation by the community colleges.*

ADMISSION POLICIES

- *Estimate and determine the impact on the community colleges if the University of Nevada, Reno and the University of Nevada, Las Vegas were to raise the grade point average requirement for admission.*

COMMUNICATION

- *Strengthen communication of University of Nevada, Reno core curriculum and University of Nevada, Las Vegas general education core curriculum requirements between the universities and the community colleges through the establishment of annual academic advising workshops.*

- *Widely disseminate information to those individuals who work directly with students in academic planning. This includes administrators, faculty, and secretaries.*

- *Simplify articulation, when possible, so that students, instructors, and administrators can easily understand the transfer status of courses.*

- *Universities should affirm their commitment to transfer students.*

- *Community colleges should clearly identify those classes which do not transfer.*

TRANSFER STUDENT INFORMATION

- *Develop a standard report to be generated on an annual basis from the new Student Information System which will recapture enrollment patterns and biodemographical statistics for all transfer students within the University of Nevada System.*

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STRENGTHENING STUDENT TRANSFER AND ARTICULATION WITHIN THE UNIVERSITY OF NEVADA SYSTEM

SECTION I. Overview of University of Nevada System Articulation

Students within the University of Nevada System (UNS) frequently transfer from one institution to another in pursuit of a variety of educational and career objectives. Many enroll in a community college with the ultimate goal of attaining a bachelor's degree at a four-year college or university. In order to insure that the transition of students from University of Nevada System community colleges to university campuses is as smooth and efficient as possible, this study was undertaken by the UNS Articulation Board. The role and continuing responsibility of this Board is to act as a coordinating mechanism for student transfer for University of Nevada System community colleges and universities.

A number of significant, positive changes have taken place over the last few years; however, articulation is a dynamic process, and the Board determined this to be an appropriate time to assess the condition of transfer and articulation, and propose ways to strengthen the function within the University of Nevada System. As well, final recommendations of the ad hoc Community College Faculty Relations Committee approved by the Board of Regents in December 1989, reestablished articulation as a high priority. Focus on transfer was also evident during the 1989 legislative session when Senate Concurrent Resolution 12 was passed, "urging the University of Nevada to continue to address the problem of whether certain credits earned at a community college in this state

should be accepted by the university." This report has identified concerns expressed by community colleges and universities which may impact students, faculty, or curriculum, and presents recommendations to streamline the articulation process.*

Background

The University of Nevada System Articulation Board was established by the Board of Regents in 1972, and is responsible for the development and continuing review of procedures and policies designed to improve transfer. Since its inception, the Board, which represents all campuses, has met on a regular basis to assess needs and formulate policies to expedite the transition of students among UNS community colleges and universities. (Articulation is also occurring through cooperative agreements between local high schools and community colleges, but the focus of this report is on policies and activities within the University of Nevada System.) In 1981, Dr. Paul Parker, a consultant from the Florida State University System, was brought to Nevada to aid the Board in improving transfer, and to make recommendations. Based upon recommendations of the Articulation Board, a new articulation agreement was developed and approved by the Board of Regents in 1982. As a result of this agreement the following activities were initiated.

- A University of Nevada System Transfer Guide was developed in 1983 and is now published on an annual basis. The Guide includes all UNS community college

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* A distinction is made between transfer and articulation. Transfer is the "process of reviewing and admitting applicants for advanced standing; articulation is defined as the process of aligning courses and programs offered by two or more institutions," (Knoell, 1990).

courses which transfer to the University of Nevada, Las Vegas, and the University of Nevada, Reno, and the transfer status of those courses. Transfer policies and programmatic information is provided to assist student course selection for the first two years of study. More recently, the Guide has been placed on a computer to provide easy access to up-to-date information.

- Effective fall, 1984, a common core of general education courses was implemented throughout the system. The "Regents' Requirements" consist of fifteen lower-division credits in English, mathematics, social sciences or humanities, and natural science. Required of all students who earn an Associate of Arts, Associate of Science, or Bachelor's degree from a UNS campus, the Regents' Requirements transfer automatically among institutions.

  Both universities have a comprehensive general education core in which Regents' core courses may simultaneously be used to fulfill university requirements. Recent concerns regarding transfer students and the newly implemented core curriculum at the University of Nevada, Reno have been resolved, through an agreement which outlines course substitutions offered by each of Nevada's community colleges.

- In an effort to provide flexibility in program planning, specialized bachelors' degrees, or "capstone programs" were developed. These programs are designed on a two-year community college curriculum which would otherwise not be transferable, with the final two years completed at a university. These need not be statewide, but rather are designed as regional agreements which can be developed

between community colleges and one of the universities. Active programs include a Vocational Education Capstone Program between the University of Nevada, Las Vegas (UNLV) and Clark County Community College (CCCC); a Clark County Community College/University of Nevada, Reno (UNR) Medical Laboratory Technology Program, and a Business Education Capstone program between Truckee Meadows Community College (TMCC) and UNR. These specialized four-year degree programs result in more efficient use of campus resources and better prepare students for future employment.

Community College Mission

For Nevada's community colleges, the transfer program constitutes one portion of a multiple mission. The *State Plan for Community Colleges in the State of Nevada*, adopted by the Board of Regents in 1971, called for comprehensive community colleges which would provide a wide range of programs to meet the needs of all people in the community. The goal was to have 60% of community college students enrolled in occupational areas, 20% in university parallel programs, 10% in community services, and 10% in developmental education. In response to this mission, all community college courses were not designed or intended to transfer to the universities. The primary objective of the Associate of Arts and Associate of Science degrees is transfer to a four-year college or university, whereas the Associate of Applied Science degree focuses on training in an occupational career field. The Board of Regents has been working over the years to clarify the point that although a high priority is placed on providing a comprehensive transfer program, a large proportion

of community college effort is devoted to preparation or upgrading students for employment in the work place. A limited number of occupational students do, however, transfer through specialized capstone programs described above.

Based upon a recent national report, the proportion of students entering community colleges with the intention of transferring has dropped notably during the last three decades. In the 1950's, two-thirds of such students sought transfer; in the 1960's, around one-third of the students actually transferred. Twenty years later, that proportion has dropped to under 15%. Although nationally 85% of community college students do not obtain degrees, many are taking courses for personal interest, access to the job market, or undertaking studies to become functionally literate (Cohen, 1989). Community college student success should be defined as meeting personal objectives, whether that be transfer or more immediate goals.

Faculty Articulation Task Forces

In order to facilitate the transfer of introductory level liberal arts courses among the community colleges and universities, the Articulation Board proposed that discrepancies in the content and scope of such courses be reviewed by the campuses. An evaluation of the UNS Transfer Guide was made to determine appropriate disciplines, and a number of subject areas have been identified. Five areas initially selected were Mathematics, English, Foreign Languages, History, and Political Science. The Board felt it was important for the improvement of articulation that this be a collaborative effort which involved faculty from

both community colleges and the universities, and recommended that faculty be appointed to any committees which might be formed.

In 1988, a UNS Undergraduate Mathematics Curriculum Committee was established to review entering-level mathematics courses throughout the system. Faculty representatives from the six campuses met to determine the type of courses, content, and level of mathematics' proficiency students should have to graduate from UNS associate and bachelor's degree programs. The result of the committee's work was standardized prefixes, titles, course credits, course content, and prerequisites for six freshmen level courses offered within the UNS, as well as other recommendations to clarify and strengthen transfer. Based on the success of this committee in accomplishing improved articulation, committees have been formed in the disciplines of history and political science. An added benefit of these committees is the bringing together of two- and four-year faculty, providing an opportunity to discuss curriculum and to share ideas. Recommendations to pursue this effort in other subject areas are discussed in Section III.

Special Program Articulation

Although the transfer of students enrolled in community college Associate of Applied Science programs is not common, in two particular disciplines--nursing and business--there has been a desire by individuals to continue their education by completing baccalaureate programs. However, specialized accrediting bodies in four-year nursing and business programs create special challenges for transfer students.

Nursing articulation is not a concern that is unique to Nevada, in part because the associate and baccalaureate programs are designed to prepare graduates to assume different roles and functions. However, increasingly there is a need for more nurses to continue their training past the associate level.

There are two primary instructional concepts utilized in university nursing education programs. One is the "generic" B.S. degree, offered by UNR, in which the nursing program is based upon a foundation of liberal arts. The students complete general education courses in the first two years, and nursing courses are generally offered only as upper division. At the present time, community college transfer students may receive up to 28 nursing credits when transferring to UNR by successfully completing nursing placement examinations. The University of Nevada, Las Vegas offers both the generic and an "upper two" program in which a student may transfer 30 lower-division nursing credits without examination from a National League for Nursing approved Associate Degree in Nursing program.

In 1988, a three-phased plan was approved by the Board of Regents to facilitate the attainment of a baccalaureate degree in nursing by graduates of Nevada associate degree nursing programs. The final stage of this plan was designed to result in the direct transfer of lower-division nursing credits into either of the two university programs, eliminating the need for special examinations. A separate, but related action taken by the Board of Regents was to approve a recommendation for community college programs to seek specialized accreditation by the National League for Nursing.

In August 1990, the Board of Regents approved a plan developed by the University of Nevada, Reno to initiate an "upper two" curricular track, similar to that of UNLV. This will provide for the direct transfer of 28 community college nursing credits into the UNR nursing program from students transferring from programs accredited by the N.L.N., thereby eliminating the need for testing. At present, the Clark County Community College nursing program has achieved NLN accreditation, and the other three community colleges are pursuing accreditation. These actions will result in an improved transfer process for nursing students throughout the state.

The *transfer of business* courses from community colleges to universities has undergone a similar history. The national business accrediting association, the American Assembly of Collegiate Schools of Business, recommends that business courses be taken at the upper-division level, and currently the AACSB requires that students validate their credits through testing or additional course work. An agreement was reached in 1985 that provided for additional community college business courses to be accepted in transfer to the universities upon validation, or satisfactory performance in related courses.

A new specialized accrediting agency, the Association of Collegiate Business Schools and Programs has recently been formed which, if widely accepted by four-year colleges, will provide greater flexibility for transfer. The organization has strong support from the American Association of Community and Junior Colleges, but is not yet recognized by the Council on Postsecondary Accreditation.

Significant Trends

The University of Nevada System has seen a tremendous enrollment surge over the past decade. The number of students has grown 47% from 1981 to 1989, from 41,000 students to over 60,000. In the community colleges alone, enrollment has increased 54% in the same period of time, with the majority of students (89%) attending part-time. Although the proportion of "traditional" (18 to 21 years of age) college students has increased over the past several years, over 40% are over the age of 30. Nationwide, students are taking longer to attain the baccalaureate degree. In 1988, the range of time UNS students took to earn a baccalaureate degree varied from 5.9 to 11.3 years. As expected, those students who attended UNLV or UNR only, completed their degree in a shorter period of time than those who attended more than one institution. A 1986 report by the U.S. Department of Education notes that 51% of students required more than four years to earn the baccalaureate degree, with nearly one-fourth requiring six or more years to complete the degree. As well, a 1990 report by the National Institute of Independent Colleges and Universities found that only 15% of students graduated within four years, and fewer than half had completed the degree after six years. One reason for the lengthening time-to-degree phenomena appears to be the increase in older students who have more family and work commitments.

Students also are likely to enroll concurrently at a community college and university, particularly if the two institutions are relatively close together geographically. In spring 1989, 577 students were taking courses at both TMCC and UNR, with over 40% of those designated as upper-division students.

SECTION II. Profile of UNS Transfer Students

In cooperation with the Offices of Admissions and Records at UNLV and UNR, the Articulation Board initiated a comprehensive study designed to provide a picture of UNS community college students who complete baccalaureate degrees at the two universities. The focus of the research was to answer questions about the performance, progress, and degree achievement of both native students and transfer students from Nevada community colleges. Tables supporting the following findings can be found in this section.

Key Findings

An analysis of student transcripts was conducted of over 2,000 university May graduates from the classes of 1986 and 1989. For purposes of this study, native students have been defined as those who initially enroll and complete their degree at the university, earning six or fewer transfer credits; Nevada community college students are defined as having earned seven or more transferable credits at one or more of the UNS community colleges.

The results indicate that close to two-thirds of all graduates have attended another college while completing their undergraduate course work. Students transferring at least seven credits from a Nevada community college comprise approximately one-quarter of baccalaureate graduates at UNR, and slightly less (18%) at UNLV. From 1986 to 1989, the proportion of UNS community college transfer students has increased at UNLV (from 12% to 18%) and held steady at UNR (24%) (Table 1).

In 1989, Nevada community college transfer students completed an average of 40 credits in other institutions (UNS campuses, as well as other colleges inside and out of the

TABLE 1

Distribution of Baccalaureate Graduates

	1986		1989	
	UNLV	UNR	UNLV	UNR
Native Students (6 or fewer transfer credits)	192 (42%)	266 (47%)	240 (40%)	225 (42%)
Nevada Community College Transfer Students (7 or more credits)	56 (12%)	132 (24%)	107 (18%)	129 (24%)
Other Transfer Students	215 (47%)	168 (30%)	252 (42%)	186 (34%)
TOTAL*	463	566	599	540

* Figures are for May graduates only. Degrees are also awarded in August and December; however, May represents the largest number of students.

TABLE 2

Average Number of Transfer Credits
to the
University of Nevada, Las Vegas and University of Nevada, Reno
for UNS Community College Students

	1986		1989	
	UNLV	UNR	UNLV	UNR
CCCC	32	1	32	2
NNCC	1	2	1	2
TMCC	0	15	0	15
WNCC	0	5	0	8
Average number of transfer credits*	51	33	42	38
Number of Nevada community college transfer students with 60+ transfer credits	25 (45%)**	18 (14%)	29 (27%)	26 (20%)

* May include credits from other than Nevada community colleges.

** Percent of all Nevada community college transfer students graduating who transferred 60 or more credits into the university.

state, Table 2). Approximately one-quarter of all students transferred 60 or more credits. Transfers at both universities completed their degrees with an average of 142 credits, or from four to seven credits more than their native counterparts (Table 3). This, however, does not reflect the total number of credits a student may have completed at a community college, as some courses may not have been accepted in transfer to the university. A separate study focused on the review of the number of credits earned at a community college as opposed to the number accepted in transfer would provide valuable information.

Since 1983, on the recommendation of the Articulation Board, both universities have provided each community college with semester reports on the performance of their transfer students. These reports identify transfer students who are new admits to the university or may be reentering the university after completing additional community college credits. The range of students is from freshman to senior. The reports indicate that a slight drop in grade point average (approximately .5 GPA) is experienced during the subsequent semester at the university. However, based upon data gathered in the current study, this decrease is made up by the time of graduation. University of Nevada System community college transfer students completed their baccalaureate degree with essentially the same grade point average as native students (Table 3).

Generally, community college transfer students enrolled in the same colleges within the universities as native students (Table 4). For the 1989 spring graduating class, in the largest college at both universities (Arts and Letters at UNLV and Arts and Science at UNR), the proportion of native and transfer students earning degrees was similar. In fact, it was identical at UNLV, with 26% of all Nevada community college transfer students and

TABLE 3

Average Total Credits and GPA of Baccalaureate Graduates

	Native		Nevada Community College Transfer	
	1986	1989	1986	1989
Avg. # of Credits at Grad.				
UNLV	134	135	139	142
UNR	137	138	142	142
Avg. University GPA				
UNLV	3.0	2.9	3.1	3.0
UNR	3.1	3.0	2.9	3.1

26% of all native students completing a degree in Arts and Letters. At UNR, a higher percentage of native students chose to major in Arts and Science (34% of native students; 26% of transfer students). In the second largest college at both universities, Business, one-quarter of UNS community college transfer students graduated in this field at UNR, and 30% at UNLV. Although the differences were not large, native students were more likely to major in Home Economics, Engineering, or Journalism at UNR, as well as Hotel Administration and Business and Economics at UNLV. A slightly larger percentage of transfer students completed degrees in Education at both universities, and Business at UNR.

A breakdown of the average total credits and grade point average by college was developed for both native and Nevada community college transfer students (Table 5). In most colleges, the transfer student completed the degree with a larger number of credits than the native. However, as the actual numbers of students graduating in some colleges was small, the results should be viewed with care. (For example, in 1989 only one transfer student graduated with a degree in Mining from UNR, with a total of 113 credits. In this case, advanced placement or other testing was not reflected in the total credits. In the UNR College of Nursing, the difference is skewed by a small number of native students who accumulated a large number of credits.)

Although the transfer student brings in an average of 40 transfer credits, the total time at the university in 1989 differs by less than one year. This may be due to the nontraditional patterns discussed above, as many students attend college on a part-time basis, or drop in and out based upon financial and family commitments.

TABLE 4

Distribution of Baccalaureate Graduates by College

College	1986 Native	1986 Transfer	1989 Native	1989 Transfer
UNLV				
Arts & Letters	57 (30%)	18 (32%)	62 (26%)	28 (26%)
Business & Economics	65 (34%)	16 (29%)	92 (38%)	32 (30%)
Education	15 (8%)	8 (14%)	31 (13%)	20 (19%)
Engineering	8 (4%)	0 ---	11 (5%)	5 (5%)
Health Sciences	3 (2%)	4 (7%)	6 (3%)	2 (2%)
Hotel Administration	24 (13%)	6 (11%)	28 (12%)	4 (4%)
Science & Mathematics	20 (10%)	4 (7%)	10 (4%)	16 (15%)
TOTAL	192	56	240	107

College	1986 Native	1986 Transfer	1989 Native	1989 Transfer
UNR				
Agriculture	15 (6%)	11 (8%)	10 (4%)	12 (9%)
Arts & Science	103 (39%)	44 (33%)	77 (34%)	34 (26%)
Business	48 (18%)	35 (27%)	39 (17%)	32 (25%)
Education	15 (6%)	12 (9%)	28 (12%)	23 (18%)
Engineering	31 (12%)	11 (8%)	25 (11%)	6 (5%)
Home Economics	7 (3%)	2 (2%)	14 (6%)	1 (1%)
Journalism	15 (6%)	5 (4%)	17 (8%)	4 (3%)
Medicine	1 (0%)	1 (1%)	2 (1%)	1 (1%)
Mining	15 (6%)	3 (2%)	6 (3%)	1 (1%)
Nursing	16 (6%)	8 (6%)	7 (3%)	15 (12%)
TOTAL	266	132	225	129

Percent may not equal 100 due to rounding

TABLE 5

Average Total Credits and GPA
by College

College	1986				1989			
	Native		Transfer		Native		Transfer	
UNLV								
Arts & Letters	134	3.0	137	3.2	136	3.0	130	3.1
Business & Econ.	132	3.0	133	3.0	130	2.9	139	2.8
Education	143	2.8	143	3.1	148	2.9	154	3.2
Engineering	136	3.0	--	--	157	2.8	175	2.9
Health Science	130	3.2	134	2.9	131	3.4	132	3.2
Hotel Administration	132	2.7	154	2.8	130	2.8	139	2.8
Science & Math.	137	3.1	146	3.2	138	3.0	142	3.1

College	1986				1989			
	Native		Transfer		Native		Transfer	
UNR								
Agriculture	137	3.0	144	2.6	137	3.0	148	3.2
Arts & Science	134	3.2	140	2.9	137	3.0	140	3.1
Business	131	3.0	133	2.8	132	2.9	134	2.9
Education	147	3.0	157	3.0	147	3.1	155	3.2
Engineering	149	3.1	160	3.0	140	2.9	158	2.6
Home Economics	148	2.9	142	2.6	141	2.7	145	3.6
Journalism	130	3.0	135	3.1	130	3.0	142	2.7
Medicine	128	3.9	129	3.6	132	3.7	146	2.6
Mining	139	2.7	156	2.9	144	2.9	113	2.3
Nursing	148	3.4	142	3.3	155	3.2	133	3.4

It should be kept in mind that as a retrospective study, the data incorporate a number of limitations, as they do not provide information on the students who did not complete a degree. A longitudinal study which begins when students are still in the community colleges and follows them to the universities to determine why they leave as well as why they stay would provide a different perspective.

As well, the study did not focus on the rate of transfer from the community colleges to the universities. Currently, a national debate is taking place concerning the appropriate means of calculating such a rate. The difficulty lies with inconsistent definitions being used by colleges, and misleading comparisons that are often made. For example, two organizations, the National Effective Transfer Consortium and the Center for the Study of Community Colleges, have recently proposed different formulas. In addition, expected transfer rates vary by such variables as the number of full-time students enrolled as well as external factors, including local economic conditions, proximity to four-year institutions, mission, and resources. As well, the transfer rates of black, Hispanic, and Native American students are generally considered to be lower than rates for white and Asian American students.

A new Student Information System recently adopted by the University of Nevada System has the potential to provide much improved data for research purposes. This software, developed by American Management Systems, will allow for the development of systemwide data which can be shared by all campuses, as well as institution-specific information such as transcript data. Full implementation for all campuses is planned for spring 1991. In addition, recent assessment and retention efforts in the system should

provide valuable information on the goals of community college students so that potential transfer students may be identified early on and their progress monitored.

In a recent presentation to University of Nevada System community college representatives, Dr. Dale Parnell, President of the American Association of Community and Junior Colleges, reinforced the need for Nevada to conduct relevant research in the area of transfer, and utilize the results for appropriate campus and system planning, as the UNS is doing now.

Summary

A general observation noted from reviewing the transcripts indicates that students transfer at all points in their educational career. The students do not fit the traditional pattern of attending the community college initially and completing the remainder of their course work at the university. Rather, students transfer as freshmen, sophomores and juniors; they also return to the community college to earn supplemental credits at different points, or as mentioned earlier, may enroll simultaneously at a community college and the university. This appears to reflect the activities of students across the country, as indicated by studies in other states.

Overall, the data suggest that the system is working well in that a large number of students are transferring from the community colleges to the universities, they are not completing an excessive number of credits and their overall grade point averages indicate that they are performing at or above the level of native students.

Section III. Major Issues and Recommendations

The Articulation Board has identified the following eleven issues as ones which are important to the system. Background on each issue is provided along with observations which may impact the issue. Recommendations are presented which, if adopted, will improve planning, coordination, and communication among system institutions, enhancing the transfer and articulation process.

Issue 1: Changes in university admission's requirements and related impact on community colleges

I. Background

Effective fall 1989, new admission requirements were implemented by UNLV and UNR. The changes were made as a result of *A Nation at Risk*, published in 1983, which recommended improved high school course preparation for students going on for a university degree. A Nevada statewide task force was formed to review such proposals and made recommendations to the Board of Regents. The Board of Regents recommended and adopted four (4) years of science, three (3) years of mathematics, three (3) years of social science, 3 years of humanities, and 1/2 credit of computer science. This policy did not alter existing grade point average requirements.

II. The Issue

If universities further raise admission standards, increased numbers of students will attend the community colleges in order to complete required units to be able to enter the universities. This would put increased pressure on the university-parallel mission of the community colleges.

III. Important Observations

Although the studies are not complete, it appears that the change in admission standards in fall 1989 in UNS has not significantly altered students being admitted to the universities.

If the universities are to raise admission standards further, the burden would fall to the community colleges to hire additional faculty and offer increased numbers of courses to students preparing for transfer to the university.

Decisions made by one or two institutions do have important impacts on other institutions within the system.

The transfer issue will become even more important, not less.

IV. Recommendations

1. Obtain results of the studies at UNR and UNLV on the impact of the new admission requirements implemented fall 1989.

2. Estimate and determine the impact on the community colleges if UNR and UNLV were to raise the GPA requirement for admission.

3. Work with the universities so that campus representatives understand that any change at the universities has an important impact on the community colleges.

4. Continue to improve the UNS Transfer Guide, which contains university-parallel courses which transfer.

5. Continue progress to make the computerized version of the Transfer Guide more available to students and faculty.

Issue 2: Easing the transfer process from community college studies into baccalaureate programs

I. Background

In theory, community college students who plan to continue their studies into baccalaureate tracks at UNLV or UNR should not be subjected to undue complications arising in the mechanics of the transfer process.

In planning their academic curricula, such students should be able to design for themselves a detailed baccalaureate program with little more effort than their counterparts who commenced their studies at the university.

II. The Issue

However, right now, because of a variety of new university programs and fields of concentration, many crossing the usual departmental boundaries, community college students will need more course-transfer information than is provided in the *UNS Course Transfer Guide*. Further, such information should be immediately accessible to them.

III. Important Observations

Information of primary importance to community college students who are planning their subsequent baccalaureate studies are answers to the following:

Will a particular current community college course fulfill, fully or partially, any special baccalaureate requirement in place (e.g., core curriculum requirements at UNR)?

For what university courses will a particular current community college course serve as a full or partial prerequisite, and in case of partial fulfillment, what other community college studies (if any) will serve to complete the prerequisite?

IV. Recommendation

1. Establish an articulation agent in certain key university academic departments (such as the departments of Biology, History, Mathematics, Political Science, and Physics initially). This individual would keep currently informed on pertinent articulation matters within the University of Nevada System and on the spot, could speak officially for the department in answering such queries as posed in Section III above. (Preferably, this role of agent should be assumed by the department chair.)

Issue 3: Capstone programs

I. Background

In order to provide flexibility in program planning, capstone programs have been developed which lead to a specialized bachelor's degree. They are designed for a two-year community college curriculum leading to the final two years at the university. Capstone courses which would otherwise not transfer are accepted into the four-year program.

UNLV and CCCC entered into a capstone agreement for the transfer of vocational credit from Clark County Community College to the University of Nevada, Las Vegas. The areas of occupational specialty include but are not necessarily limited to Accounting, Banking and Finance, Data Processing. Food Service Technology, Marketing, Management, Office Administration, Automotive Technology, Dental Hygiene, Drafting Technology, Electronics Technology, Graphic Arts Technology, Leisure Service, and Respiratory Therapy.

UNR and CCCC entered into a capstone transfer agreement in the occupational area of Medical Laboratory Technology.

UNR accepts occupational courses from all UNS institutions into the Trade and Industry Teacher Licensure program.

UNR and TMCC have entered into a capstone transfer agreement for the transfer of occupational courses into Business Education.

II. The Issues

Some UNS institutions have not always been aware of capstone agreements that have been reached between other UNS institutions.

Consideration should be given as to whether more or all UNS institutions should be invited to participate in the existing capstone programs, and whether there is a need for more capstone agreements within the UNS.

The desirability of instituting a 2 + 2 program leading to a bachelor of technology degree has been discussed.

Which courses, if any, being accepted into the Trade and Industry Teacher Licensure program should apply toward a baccalaureate degree?

III. Important Observations

Describing existing capstone programs in the transfer guide has recently improved the "awareness" problem.

Courses accepted to the Trade and Industry Teacher Licensure program are not necessarily accepted for transfer to a baccalaureate program.

Very little is currently known about 2 + 2 programs leading to a bachelor of technology. This is especially true for the universities.

IV. Recommendations

1. Continue to describe all capstone programs in the UNS Transfer Guide.

2. The Articulation Board should provide the mechanism whereby all institutions are given consideration for participation in existing capstone programs.

3. The Articulation Board should provide the mechanism whereby UNS institutions may discuss, propose, and participate in the formulation of new capstone programs.

4. The Articulation Board should investigate all aspects of what a 2 + 2 program leading to a bachelor of technology would entail, and what demand, if any, there might be for instituting such a program in Nevada. The results of the investigations should give some direction as to whether the concept should be pursued.

Issue 4: Course and program articulation

I. Background

When A.A. or A.S. graduates transfer to the universities, each course they have taken is evaluated separately for transfer status. More emphasis should be given to the degree.

Some departments accept as departmental elective or general elective any courses which have academic value and are typically offered by some colleges in the first two years; others will not accept any courses which cannot be equated with courses that department offers on freshman or sophomore level.

In accordance with Board of Regents' policy (Title 4, Ch. 14, Sec. 15), universities and community colleges are to notify one another of all plans for major curricular changes once each year. Consultation between and among institutions is to be documented for the Articulation Board.

II. The Issue

Course-by-course articulation could be improved through better communication, and program-to-program articulation would strengthen transfer and clarify transfer credit.

III. Important Observations

Nevada community college A.A. and A.S. graduates should find it more advantageous in terms of acceptance when transferring to an institution which is part of the same university system.

Inconsistency in transfer status of courses creates problems for community college curriculum planners and for students.

The paperwork process, in addition to being extremely slow, also has significant gaps in communication.

IV. Recommendations

1. Standardize A.A. or A.S. degrees which will be accepted as meeting the lower-division major requirements necessary to earn a baccalaureate degree at UNLV and UNR. (These would be similar to the capstone, or 2 + 2 programs which currently exist in some occupational areas, where the four-year degree is designed on an integrated curriculum of the two-year and baccalaureate programs.)

2. Clarify and disseminate consistent criteria and guidelines by which courses are evaluated for transfer status, or change in status.

3. Suggest that a written evaluation of course transfer status be provided by the chair of the university department prior to submission to the Chancellor's Office.

4. Establish a schedule of review of UNLV and UNR curricular changes impacting the transferability of courses, which will include participation by the community colleges.

Issue 5: Equitable university policies concerning transfer students from in-state and out-of-state institutions

I. Background

The University of Nevada System has developed an articulation process which incorporates careful examination of course equivalence. This includes, but is not limited to, a review of course title, description, syllabi, out-of-class assignments, and required texts. University of Nevada System institutions do not have formal articulation agreements with out-of-state community colleges and universities.

II. The Issue

Issues of equity arise regarding the evaluation of transfer credit from out-of-state institutions. Courses within the system are subject to rigorous review and standards of equivalence. Courses from out-of-state institutions are subject to professional judgement with respect to transferability and equivalence to UNS courses. The extensive documentation required for the determination of transferability and equivalence within the system is not often available for courses from non-UNS institutions.

III. Important Observations

Transfer evaluators both at the Universities of Nevada, Reno and Las Vegas, carefully review title, catalog description, prerequisites, and credits awarded of all non-UNS courses in order to determine the transferability of such courses. Decisions regarding equivalence and/or the fulfillment of specific major requirements are made in conjunction with the student's adviser and/or academic department. Additional information, including syllabi and texts, are often requested to make such determinations.

UNS transfer students enjoy significant advantage over out-of-state students. With early advisement and choice of academic program, a smooth transition from lower-division to upper-division can be assured. Students outside of Nevada may not have access to those courses which satisfy Regents' and other university requirements.

IV. Recommendations

1. The evaluation of transfer credit from non-UNS institutions should receive the same rigorous review as courses from within the University of Nevada System. Those principles guiding articulation within UNS should prevail upon non-UNS transfer evaluation.

2. Students should be encouraged to obtain academic advisement on a regular basis and as early as possible in their academic program.

Issue 6: Fulfillment of Board of Regents' Requirements and UNLV and UNR general education core requirements

I. Background

All students completing degree objectives at UNS institutions must complete requirements in English, United States and Nevada Constitutions, mathematics, natural science, and social science or humanities. These Regents' core requirements comprise the foundation of all university curricula.

The University of Nevada, Las Vegas requires the completion of specific general education core requirements for the baccalaureate degree. This general education core includes additional requirements in literature, quantitative/logical reasoning, social science, natural science, fine arts, and humanities.

The University of Nevada, Reno adopted a new university core curriculum in 1989. The core curriculum includes specific requirements in mathematics, natural sciences, social sciences, fine arts, and western traditions. Capstone courses and upper-division courses are designed to integrate the core curriculum with major requirements.

II. The Issue

Students transferring within the system are often unaware of specific institutional requirements. Three sets of "core" requirements can be confusing for some.

III. Important Observations

All UNS institutions recognize the need for accurate and timely academic advising. Students should be urged to develop long-range educational objectives and consider transfer options early on in their academic career. The community colleges make a concentrated effort in this regard. The University of Nevada, Reno has devoted a full-time position, transfer adviser, to assist potential students with core curriculum planning.

An agreement which includes appropriate course substitutions from UNS institutions which meet the intent of the UNR core curriculum has been finalized and is effective fall 1990.

IV. Recommendations

1. Strengthen communication of UNR core curriculum and UNLV general education core curriculum requirements between the universities and the community colleges through the establishment of annual academic advising workshops.

2. Include community college representation on university curriculum planning committees whenever major changes are imminent.

Issue 7: Identification of common introductory-level courses

I. Background

Board of Regents' policy requires that a common course-*level* numbering system be used by all institutions, to insure that baccalaureate transfer courses are clearly identified for student reference.

Limited common course numbering has occurred in instances where one institution essentially inherited, borrowed, or copied curriculum from another institution (e.g., many of UNLV's basic courses were inherited from UNR and community colleges have utilized course numbering in effect at the closest university). As the Board of Regents authorized or sanctioned the two universities in their separate, different, and independent paths of development, common course numbering for the two institutions was a less common occurrence or concern.

II. The Issue

Common course numbering, common course titles, and comparable content for certain introductory courses offered throughout the University of Nevada System would eliminate confusion for students in the system and provide for greater ease of transferring courses from campus to campus. The Articulation Board took a first step towards this goal with the work of the Undergraduate Mathematics Curriculum Committee. A second step was taken by identifying existing introductory-level courses in other disciplines which, with seemingly minor adjustments, could meet this goal.

III. Important Observations

The issue may be more complicated than it appears, but minimal negotiations within disciplines should enable the UNS to progress on this articulation matter. Insurmountable obstacles do not seem to exist.

IV. Recommendation

1. Review entry level courses in identified disciplines, with the goal of standardizing course prefixes, titles, number of credits, content, catalog description and prerequisites, based upon the successful model developed by the Undergraduate Mathematics Curriculum Committee. This is currently being implemented by systemwide committees in History and Political Science. The next subject areas to be addressed should be: Foreign Languages, Biology, Sociology, and Psychology.

Issue 8: Impact of community college enrollment patterns on articulation

I. Background

In reviewing the mission of community colleges, the original *State Plan for Community Colleges in the State of Nevada* indicated that educational effort was to be directed primarily toward providing occupational education (60%). The remaining forty percent of effort was to be spent teaching university-parallel (20%); community service (10%); and developmental (10%) courses. The process used in articulating courses evolved from this original 20% university-parallel program which involved a relatively few number of courses.

Community college enrollment data suggest that nonoccupational enrollments are closer to the 60% figure.

II. The Issue

If the percentage of students taking either occupational or university-parallel courses has changed dramatically, then it probably has affected the process of articulating and keeping track of those courses.

III. Important Observations

The 1989 fall semester enrollments for the four community colleges were reviewed using a common computer generated report. The total students registered are duplicate numbers; in other words, a student is counted in both the occupational program and college-parallel program if the student is taking classes in both areas. Developmental courses were not counted nor were community service courses. Approximately 50,754 students were enrolled in occupational and college-parallel programs. About 56% of the students took occupational classes and 44% took college-parallel classes.

Adherence to specific mission statements outlined in the *State Plan* has not changed, as general education requirements are incorporated into all certificate and degree occupational programs, in keeping with a commitment to produce literate technicians. With almost every community college student enrolled in general education classes, enrollments in general education courses are understandably high.

Many occupational courses now have college transfer status. The large number of students taking transfer courses has had a major impact on articulation and the transferability of courses. The volume of courses being articulated may have overwhelmed the present process for articulating courses.

IV. Recommendation

1. Examine and streamline the current process of approvals and notification of articulated courses, in response to the increased volume of occupational and college-parallel courses submitted for transfer.

Issue 9: Improved student information and records

I. Background

The University of Nevada System is in the process of implementing an on-line computerized student information system. The software package is a product of the American Management Systems Corporation (AMS) and makes provision for admissions, records and registration, academic history, financial aid packaging, student billing.

II. The Issue

Comprehensive systemwide enrollment analyses have been most difficult to execute due to a lack of uniformity of student data collected by each institution, coupled with an inability to retrieve relevant data from the existing student information files.

III. Important Observations

Informal observation indicates complex patterns of enrollment and migration among today's college students. Students enroll concurrently at both the universities and the community colleges; begin at the four-year institution, subsequently attend two-year institutions, and complete graduation requirements at the four-year institutions. Students do not attend one institution exclusively; rather, they "shop" for course availability at a location and time convenient to their schedules.

IV. Recommendations

1. Develop a standard report to be generated on an annual basis from the new student information system which will recapture enrollment patterns and biodemographical statistics for all transfer students within the University of Nevada System.

2. Consider the development of a common application form for admission to all UNS institutions. This will ensure the collection of critical biodemographical information necessary for a systemwide comprehensive enrollment analysis.

Issue 10: Performance and progress of UNS transfer students

I. Background

Several computer reports have been developed to provide improved information regarding the academic success of UNS community college transfers to the UNS universities.

A special project, coordinated by the Chancellor's Office, was recently completed to obtain information on UNS community college transfer students who earn baccalaureate degrees at UNLV and UNR.

II. The Issue

With the exception of a limited study by two campuses, none of the UNS institutions are conducting postregistration audits of concurrent enrollments.

Some UNS community colleges have indicated that they have not been receiving any progress reports from the universities on transfer students from their institutions and have little knowledge of how their students are doing academically after they leave.

III. Important Observations

With the change of personnel and the changes of roles at the community colleges, it is not always clear who should receive reports on the performance of community college students from the universities, nor is it always clear to whomever receives the reports what they are supposed to do with the reports.

IV. Recommendations

1. The Articulation Board should affirm whether progress reports from the universities back to the community colleges have any merit, provide some coordination, and provide occasional reviews of the process.

2. Consideration should be given for continuous statistical follow-up of Nevada community college transfers to UNS universities, including grade point averages, credits earned, and other pertinent information on performance and progress.

3. After implementation of the new student information system, the Articulation Board should review campus needs and make further recommendations as needed.

Issue 11: Communication among university and community college students, faculty, and administrators regarding articulation

I. Background

Articulation decisions made at the system, college, or department level are not always communicated to those individuals most directly involved, such as counselors, students, and faculty members.

II. The Issue

Students may not receive accurate information regarding the transferability of courses from community college personnel and these same students may receive inaccurate information regarding transferability from university personnel. Some of this inaccurate information is the result of the rapidly changing and complicated transfer status of community college courses. Students may seek information from individuals who do not always have current information. Individual faculty members or departments may not understand or support system articulation agreements.

III. Important Observations

More and more community college students will face transfer questions as the number of community college students increases and the number of transfers increases. Universities will need to recruit these students to encourage them to complete their education within the system. There is a great deal of pressure at the state and national level to improve the transferability of community college courses. Because community college students are more likely to be minority and/or female, policies which impede transfer may prevent these students from obtaining bachelors' degrees. Successful transfer should be the goal of the universities and the community colleges. Accurate information and good communication will improve the articulation process.

IV. Recommendations

1. Information should be widely disseminated to those individuals who work directly with students in academic planning. This includes administrators, faculty, and secretaries.

2. Community colleges should clearly identify those classes which do not transfer.

3. Community college courses which transfer only as electives should be clearly identified in all publications.

4. University, college, and departmental requirements should be published in catalogs and frequently updated to aid students in program planning.

5. System policies regarding articulation should be published in all university and community college catalogs and brochures.

6. When possible, articulation should be simplified so that students, instructors, and administrators can easily understand the transfer status of courses.

7. Universities should affirm their commitment to transfer students.

Section IV. Conclusion

Successful articulation is reflected by a smooth flow of students among institutions, with a continuity in course work resulting in a minimum loss of time and credit. Institutional leadership and mutual trust among campuses have been identified as keys to successful transfer and articulation. The involvement of faculty, academic administrators, admissions officers and registrars, counselors, and financial aid officers are all necessary to the process. Faculty-to-faculty relations with counterparts at other campuses are becoming increasingly important.

This report has attempted to present a general overview of transfer and articulation efforts among University of Nevada System community colleges and universities. It has identified some of the major issues which may be affecting transfer and articulation, and presented recommendations designed to strengthen the process. As a result of the recently completed study and profile of UNS university graduates, a more complete picture of the role of Nevada community colleges in the achievement of the bachelor's degree has been provided. A substantial number of students are transferring to the universities from the community colleges. The study also indicates that Nevada community colleges are effective in providing transfer education, as shown by student achievement at the time of completion of the degree.

Recommendations have focused on improved course and program articulation, strengthened communication among UNS institutions, cooperative efforts, and increasing roles of faculty members, as well as improved transfer student information which will yield useful data for campuses and the system.

The American Association of Community and Junior Colleges has designated 1991 as the "Year of Transfer and Articulation," in order to promote the importance of the transfer function. In concert with this, it is the hope of the UNS Articulation Board that this report will reinforce the University of Nevada System commitment to transfer through improved communication and cooperative efforts among campuses in all discipline areas, to the benefit of community college students in Nevada.

APPENDICES

APPENDIX A

UNS ARTICULATION BOARD

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Vice Chancellor for Academic Affairs
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Mrs. Mary Anne Green
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APPENDIX B

REFERENCES

APPENDIX B

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APPENDIX C

UNS BOARD OF REGENTS' POLICY ON ARTICULATION

Chapter 14

UNIVERSITY OF NEVADA SYSTEM PLANNING, PROGRAM REVIEW, ARTICULATION AND ENROLLMENT POLICIES

Section 8. UNS Articulation Board

A community college-university coordinating mechanism, the University of Nevada System Articulation Board, is hereby established to review and evaluate current articulation policies and formulate additional policies as needed. The decisions of the Articulation Board are final, subject only to the Chancellor and the Board of Regents. The Articulation Board shall be appointed in conformity with Section 1.3.9 of the University of Nevada System Code. (B/R 3/74)

This Board shall have the continuous responsibility for community college-university articulation relationships and shall:

1. Recommend to the Chancellor and the Board of Regents proposed policies in articulation and conduct a continuing review of the provisions of this agreement.

2. Authorize committees or task forces consisting of representatives from both levels of higher education to facilitate articulation in subject areas.

3. Provide for cooperative research among the community colleges and the universities. Such research will be encouraged and will be conducted by each campus in accordance with a systemwide format provided by the Office of the Chancellor in areas such as admissions, grading practices, curriculum design, and follow-up on transfer students.

4. Develop procedures to improve community college-university articulation by exploring specific issues such as academic record forms, general education requirements, units of credit, course numbering systems, grading systems, calendars, and credit-by examination.

5. Encourage regular communication between and among university and community college faculty members particularly on joint curriculum projects.

Section 9. Transfer and Admissions

Transfer students to the universities may be admitted under the following alternatives:

1. Associate of Arts or Associate of Science Degree Graduates

   The primary basis for admission to upper division study with full junior status of transfer students from the community colleges to the universities in Nevada shall be the associate of arts or the associate of science degree. These degrees shall have been awarded under the following conditions:

   a. Associate of arts or associate of science graduates will have completed a minimum of 60 credits of baccalaureate level courses designated in the Master Course File.

   b. Baccalaureate level courses included as part of the associate of arts and associate of science degree will transfer to the universities at a minimum as general elective credit.

   c. Lower division credit may be granted for lower division courses from other institutions which are comparable to university upper division courses. Application of such credits toward major or college requirements is the responsibility of the university, college, and department in which the student is seeking a degree. Validation of course content may be required when lower division courses are used to satisfy upper division curricular requirements.

   d. Completion of the associate of arts or associate of science degree does not certify satisfaction of all university lower division requirements. (B/R 4/75)

e. The receiving university will evaluate all university parallel courses attempted at the community college (and any other educational institution attended) and compute an overall admission grade point average in accordance with the institution's transfer policies. (B/R 2/78)

f. If the overall transfer grade point average computed by the receiving university is less than "C", admission is on "probation" and all grade point deficiencies must be removed prior to graduation. (B/R 2/78)

g. If the admission deficiency is minus 15 grade points or more below a "C" average, the student must earn a "C" average or better each semester until the deficiency is reduced to minus 14 grade points or less. Otherwise, academic suspension will occur in accordance with the established regulations governing all students. (B/R 2/78)

(B/R 6/83)

2. Other Associate Degrees

a. Other associate degrees and certificates may be awarded by a community college for programs which have requirements different from the associate of arts or associate of science, or a primary objective other than transfer. Baccalaureate level courses which are taken in such associate degree programs shall be transferable to the universities. However, students with these degrees may not normally be guaranteed junior status. Developmental courses will not be used to fulfill degree requirements in Associate of Arts, Associate of Science, or Associate of Applied Science Programs. (B/R 8/86)

b. The primary transfer degree shall remain the associate of arts, with the associate of science degree providing a background for students who plan to transfer into four year programs in mathematics, science, engineering or agriculture. However, to provide for flexibility in program planning, "capstone programs" (programs designed on a two year community college curriculum leading to the final two years at the university and a degree) may be developed leading to a specialized bachelor's degree (e.g., Bachelor of Applied Science), for the approval of the Chancellor and the Board of Regents. These and other written agreements may be approved between community colleges and one of the universities.

3. Non-Associate Degree Admissions

a. Approved baccalaureate level credits which have been completed shall be transferable to the universities as a minimum as general elective credit.

b. Universities require an overall "C" average in all completed transfer courses attempted as a minimum standard for admission from community colleges; therefore, it is essential that grading systems (for university parallel courses) in the community colleges be comparable to the grading systems in the universities. The grade of "D" is accepted for transfer (provided the overall grade average does not drop below the prescribed "C" level), and counts toward a bachelor's degree in the same way as "D" grades obtained by students enrolled in the lower division of the universities. Credits in courses transferred with "D" grades count towards the credits earned for a baccalaureate. However, it is at the discretion of the department or college at the university offering the major as to whether courses with "D" grades in the major satisfy requirements in the major field. (B/R 2/72)

c. Community college students should be strongly encouraged to complete their lower division programs before transfer, but qualified students may apply for transfer at their own discretion. (B/R 2/72)

d. An applicant who does not satisfy university admission requirements upon graduation from high school must complete the equivalent of 15 semester credits in baccalaureate level courses with an overall "C" average or above at a community college or other accredited institution to qualify for admission as a freshman. (B/R 3/74)

e. Any student under academic suspension from a university may attend a community college, and appropriate credits and grades earned are applicable toward satisfying the requirements for readmission to a university. (B/R 2/72)

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Section 10. System Transfer Guide and Master Course File

1. A Master Course File shall be maintained by the Office of the Chancellor. This file shall contain those courses offered by the community colleges and those which have been judged as baccalaureate level courses by joint agreement of the universities and community colleges.

2. Based on the Master Course File, a University of Nevada System transfer guide shall be developed, published and distributed annually to each campus by the Office of the Chancellor, and shall include on a programmatic basis a guide for student course selection in the first two years of study.

3. Each university shall list and update the requirements for each program leading to the bachelor's degree and publicize these requirements for use by all other institutions in the State. (B/R 2/72)

4. Each university shall include in its official catalog of undergraduate courses a section stating all lower division prerequisites for each upper division specialization or major program. (B/R 2/72)

Section 11. Transfer Courses

1. A transfer course is one that is acceptable by a receiving community college or university to apply toward an approved degree program at that institution. (B/R 5/76)

2. All baccalaureate-level courses are transferable. In general, a baccalaureate course is one that is commonly offered by a regionally accredited four-year educational institution as being applicable toward a bachelor's degree. (B/R 5/76)

3. The Admissions Officer at each college or university shall determine the acceptability of general elective transfer credits, and departmental, college, or other requirements or equivalents shall be forwarded to the appropriate department or college for course evaluation. Written justification will be supplied in cases where transfer is not allowed. If general elective credit is granted by one university, then both universities shall accept the credit. Appropriate consultation with the faculty is encouraged throughout the evaluation process.

4. A maximum of 64 credits will be accepted in transfer from a community college to a university. (B/R 5/76)

5. Receiving institutions are not to require transfer students to take examinations to validate credit in those courses that are approved as transferable. For validation of course content, see Title 4, Chpt. 14, Sec. 5(c). (B/R 5/76)

Section 12. System Core Requirements

1. Associate of arts, associate of science and baccalaureate graduates will have completed a program of System Core requirements not to exceed 15 credits. Satisfactory completion of System requirements will be recognized by all institutions whether or not an associate degree has been awarded.

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University of Nevada System
Core Course Requirements
for the Associate of Arts
or
Baccalaureate Degree

Core Courses	Credits	
English	6 cr.	Freshman level English composition (see catalog for exceptions)
Mathematics	3 cr.	Any three credits of a lower division level course (100 or 200 level)
Natural Science	3 cr.	Any three credits of an introductory level lower division (100 or 200 level) course
Social Science or Humanities	3 cr.	Any three credits of an introductory level lower division (100 or 200 level) course in either the social sciences or humanities.

NOTE:
* Courses taken for the System Core may not be applied to more than one area in the Core.
* All courses taken to fulfill the System Core course requirements must be identified as baccalaureate level in the System Transfer Guide.
* Credits earned by examination may apply toward requirements in any area of the System Core.
* See specific community college or university catalog for other information which pertains to major, college, or university requirements.

Legislative Requirements:

U.S. and Nevada Constitutions	1 - 4 cr.	Refer to community college or university catalog for specific courses which satisfy this requirement.

(B/R 6/83)

2. Students earning a second associate of arts, associate of science, or baccalaureate degree are not required to repeat the University of Nevada System core of fifteen credits. (B/R 8/88)

   Evidence of completion of the legislative requirements of U.S. and Nevada Constitutions is required of all second degree students. (B/R 8/88)

3. The universities and community colleges are encouraged to exchange ideas in the development and improvement of University of Nevada System requirements. While institutions are to work cooperatively in the development and improvement of University of Nevada System requirements, each institution has the continuing responsibility for determining the character of its own program. (B/R 8/88)

Section 13. Course Numbering

1. A common course-level numbering system for all institutions shall be maintained so that baccalaureate transfer courses are clearly identified for student reference prior to registration. The following numbering system shall be in effect until amended by the Board of Regents:

a. Community college courses and general education courses	100B-299B
b. Community college community service courses	100C-299C
c. Community college developmental courses	001-099
d. University lower division courses and equivalent community college courses	100 - 299
e. University upper division courses	300 - 499
f. University graduate courses	500 - 799

(B/R 4/89)

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2. Letter designators indicating the transfer value of a course shall continue to be used by the System in course schedules, catalogs, transfer guides, and official student transcripts, with the expection of the B designator, which shall not be required to appear on official student transcripts.

Section 14. Community College Course Prefixes

1. It is the intent of the Articulation Board that all community college transfer courses follow a statewide system of course designation. Although not encouraged, exceptions to this policy are permitted. Any exceptions must be reported to the Articulation Board for information. (B/R 4/88)

2. The community colleges are also encouraged to coordinate and standardize the course prefixes for nontransferable courses. (B/R 4/88)

Section 15. Curriculum Planning

1. Community college students should be encouraged (by counselors and academic advisors) to choose as early as possible the institution and program into which they expect to transfer. This is essential in order to plan programs which include all lower division requirements of a university. (B/R 5/73)

2. Universities and community colleges shall notify one another of all plans for major curricular changes once each year and include these changes in the transfer guide. In the course of program planning, consultation between and among institutions involved shall be documented for the Articulation Board.

3. Credit completed within the University of Nevada System does not constitute an interruption of the resident credit regulation in satisfying the minimum on-campus resident credit requirement for graduation. (B/R 5/73)

4. A student who transfers within the system from a community college to a university may choose one of three catalogs to satisfy the baccalaureate graduation requirements:

   a. The catalog in effect for the year of admission to the community college--provided admission into the university is within a five year period of time from initial enrollment in a baccalaureate level program at a community college, or

   b. The catalog effective for the year of admission to a university division for a bachelor's degree, or

   c. The catalog effective for the year of graduation from a university division with a bachelor's degree.

   A combination of the various catalog requirements is not permitted.

Section 16. Credit by Examination

1. The maximum number of credits that may be earned by examination to apply toward a degree may not exceed one half of the minimum number of credits required for that degree.

2. Credit may be granted for the satisfactory completion of College Board Advanced Placement Examination (CBAPE) with scores of 3, 4, or 5 and a satisfactory essay for English. With an objective test score of 5 on the English examination and a satisfactory essay, 6 credits maybe granted. Refer to the respective institutional catalog for application of CBAPE credits toward degree requirements.

3. Credit may be granted for the satisfactory completion of the College-Level Examination Program (CLEP) general or subject examinations.

   a. General Examinations: A maximum of six (6) semester credits may be granted for each of the five general examinations subject to institutional limitations for scores of 500 or above and a satisfactory essay where required. (Scores earned on the General English examination from October 1978 through April 1986 require a satisfactory essay and a score of 610 to 749 to award three credits, or 750 or higher to award six credits.) Refer to the respective institutional catalog for application of CLEP credit toward degree requirements. (B/R 8/86)

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b. Subject Examinations: In general, a maximum of three (3) semester credits may be granted for each institutionally approved subject examination for scores of 50 or above and a satisfactory essay where required. Additional credit may be granted for selected examinations as permitted by institutional policy. With an objective test score of 64 or higher on the English subject examination and a satisfactory essay, 6 credits may be granted. Refer to the respective institutional catalog for application of CLEP credit toward degree requirements.

4. In general, three credits may be granted for each institutionally approved ACT PEP examination for scores of 50 or above, or a letter grade of C or higher, and a satisfactory essay where required. Additional credit may be granted for selected examinations as permitted by institutional policy. With an objective test score grade of A on the English examination and a satisfactory essay, 6 credits may be granted. Refer to the respective institutional catalog for application of PEP credit toward degree requirements.

5. Other national testing organizations may be considered for the awarding of credit subject to institutional policy.

6. Special Department Examinations: An admitted student in good standing may earn credits by special department examination subject to institutional policy.

7. The posting of satisfactorily completed credit by examinations to the student's permanent academic record shall clearly identify that the credit was earned by examination, name of the testing program, the date of the examination, the number of credits and the grade of S (satisfactory) or P (pass).

8. Credit earned by examination does not apply toward satisfying the minimum on-campus resident credit requirement of the institution from which graduation is sought and does not constitute an interruption of the resident credit requirement.

(B/R 11/84)

Section 17. Concurrent Registration

University of Nevada System policy permits students to register concurrently in courses at the various institutions subject to these regulations:

1. Each student who plans a concurrent registration is personally responsible for obtaining the advanced written approval of the assigned faculty advisor or counselor at the home institution to assure the course(s) are applicable toward satisfying degree requirements.

2. The maximum combined concurrent registration load in any one semester is determined by the advisor and the dean of the college (or equivalent) of the student's home institution offering the degree or program.

3. Each institution should conduct periodic postregistration audits to identify any special problems that should be brought to the attention of the Articulation Board for further review and study. The Computing Center will support this effort by providing a report each semester listing the concurrent registrations within the System. (B/R 3/74)

Section 18. Advising, Counseling, and Other Student Services

1. Counselors and advisors should assist students in evaluating academic progress and the appropriateness of their educational objectives. Each institution within the System shall provide current information on a continuing basis in each of the following areas: admission requirements, general education requirements, transfer status of courses, major and minor fields of study, lower and upper division levels of study, upper division standing, and graduation requirements.

2. Counselors and academic advisors should be well informed about student services available at the universities serving their transfers. Such services include financial assistance (loans, scholarships, and employment), housing, counseling and guidance, developmental or basic skills programs, health services, and student activities.

3. Each campus shall designate an office responsible for community college relations or university relations to assist the student with problems in transfer, to provide current information on the transferability of courses and articulation issues, and to act as ombudsman where needed in student cases.

(B/R 2/82)

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
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